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| **Math** | **1**  **Limited Progress toward Grade Level Standard** | **2**  **Progressing toward Grade Level Standard** | **3**  **Meets Grade Level Standard** | **4**  **Exceeds Grade Level Standard** |
| Counts to 120 beginning with any number (1.NBT.1) | Is able to count to 30 | Is able to count to 50 | Is able to count to 120 | Is able to count beyond 120 |
| Recognizes, represents and writes numerals (1.NBT.1) | Is able to recognize, represent, and write numerals to 30 | Is able to recognize, represent, and write numerals to 50 | Is able to recognize, represent, and write numerals to 120 | Is able to recognize, represent, and write numerals beyond 120 |
| Understands place value of tens and ones  (1.NBT.2) | Understands the place of tens and ones to 30 | Understands the place of tens and ones to 50 | Understands the place of tens and ones to 99 | Understands the place of tens and ones beyond 99 |
| Compares two 2-digit numbers  (1.NBT.3) | Is able to compare two-digit numbers using the symbols <, >, = to 30 | Is able to compare two-digit numbers using the symbols <, >, = to 50 | Is able to compare two-digit numbers using the symbols <, >, = to 99 | Is able to compare two-digit numbers using the symbols <, >, = beyond 99 |
| Adds 2-digit numbers within 100 using place value (1.NBT.4) | Is able to use models, drawings, and strategies to add a two-digit and a one-digit number | Is able to use models, drawings, and strategies to add a two-digit number to a multiple of ten within 100 | Is able to use models, drawings, and strategies to add a two-digit to a two- digit number | Is able to use models, drawings, and strategies to add two-digit to a three-digit number |
| Mentally finds 10 more or 10 less given a 2-digit number  (1.NBT.5) | Is able to calculate 10 more and 10 less of any two-digit number with the use of manipulatives | Is inconsistently able to calculate 10 more and 10 less of any two-digit number mentally | Is able to mentally calculate 10 more and 10 less of any two-digit number without counting | Is able to mentally calculate 10 or 100 more or 10 or 100 less to a given number 100-900 |

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| Partition circles and rectangles into two and four equal parts; describes the parts using words (1.G.3) | Understands that a whole can be broken into equal shares | Is able to identify parts as halves, fourths, and quarters  Understands that a whole can be broken into equal shares  Is able to partition a region into equal shares (halves and fourths) | Is able to identify parts as halves, fourths, and quarters and uses the phrases half of, fourth of, and quarter of  Understands that a whole can be broken into equal shares  Is able to partition a region into equal shares (halves & fourths) | Is able to identify parts as halves, thirds, fourths, and quarters and use the phrases half of, third of, fourth of, and quarter of  Is able to partition a region into equal shares (halves, thirds & fourths) |
| Understands and applies the relationship between addition and subtraction within 20  (1.OA.3) | Inconsistently shows commutative property using teacher provided objects or drawings. | Is able to apply commutative and associative property using objects and drawings | Is able to apply commutative and associative property using equations and symbols | Is able to apply commutative and associative property using equations and symbols within 100 |

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| Uses addition and subtraction within 20 to solve a variety of problem situations (1.OA.1, 1.OA.2, 1.OA.4) | Is able to add/subtract within 10 using objects and drawings  Is able to add/subtract 2 whole numbers less than and equal to 10  Is able to solve subtraction within 10 by using addition facts as well as objects and drawings | Is able to add/subtract within 10 using equations and symbols  Is able to add/subtract 3 whole numbers less than or equal to 10  Is able to solve subtraction within 10 by using addition facts as well as objects and drawings | Is able to add/subtract within 20 using equations and symbols  Is able to add/subtract 3 whole numbers less than or equal to 20  Is able to solve subtraction within 20 by using addition facts and equations and symbols | Is able to add/subtract beyond 20 using equations and symbols  Is able to add/subtract 3 whole numbers beyond 20  Is able to solve subtraction beyond 20 by using addition facts and equations and symbols |
| Fluently adds and subtracts within 10 using mental strategies (1.OA.6) | Is not able to fluently add/subtract within 10 | Is able to fluently add/subtract 0 and 1 to/from numbers within 10 | Is able to fluently add/subtract within 10 using mental strategies | Is able to fluently add/subtract beyond 10 using mental strategies |
| Compares and orders three objects by length (1.MD.1) | Is not able to order three objects by length | Is inconsistently able to order three objects by length | Is able to order three objects by length  Is able to compare the length of two objects by representing them with a third object as the measuring tool | Is able to measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tape |

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| Tells and writes time in hours and half hours using analog and digital clocks (1.MD.3) | Is unable to tell and write time to the hour | Is able to tell and write time to the hour using analog and digital clocks | Is able to tell and write time to the half hour using analog and digital clocks | Is able to tell and write time from analog and digital clocks to the nearest 5 minutes, using a.m. and p.m. |
| Organizes, represents, and interprets data with up to three categories (1.MD.4) | Is able to sort objects into groups but not able to accurately record, read, and interpret data | Is able to organize and represent data | Is able organize, represent, and interpret data connecting it to addition and subtraction independently | Is able to create own graph, record, read, and interprets data connecting it to addition and subtraction independently |
| Composes two-dimensional and three-dimensional shapes (1.G.2) | Is unable to compose two or three-dimensional shapes to create a composite shape | Is able to compose two-dimensional shapes to create a composite shape and compose new shapes from composite shapes | Is able to compose two-dimensional shapes or three-dimensional shapes to create a composite shape and compose new shapes from composite shapes  Is able to build 3-D shapes in a variety of ways | In addition to level 3, is able to describe the composed shapes according to their attributes (edges, vertices, and faces) |

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| Identifies and defines the attributes of two-dimensional and three-dimensional shapes (1.G.1) | Is not able to identify shapes and their defining attributes | Is able to identify shapes and their defining attributes  Is able to distinguish between defining and non-defining attributes | Is able to distinguish between defining attributes and non-defining attributes  Is able to build and draw shapes that posses defining attributes | Is able to recognize and draw shapes having specified attributes, such as a given number of faces or number of angles |
| Understands the  meaning of the equal  sign to determine  equality (1.OA.7 ,1.OA.8) | Is unable to determine if equations are true/false or no attempt | Is able to solve true/false and open number sentences using objects and pictures | Is able to understand the meaning of the equal sign and determine if equations involving addition/subtraction are true or false  Is able to determine the unknown number in addition and subtraction within 20 | Is able to determine the unknown number in addition and subtraction beyond 20 |